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ABSTRACT

A survey of 105 graduates of the Model Secondary School for the Deaf (MSSD) from 1971 to 1977 was conducted. Although the majority of the graduates were single, earlier classes tended to have greater numbers of married graduates than the more recent classes of 1976 and 1977. Approximately 70% have attended or are now attending postsecondary educational programs, and 54% were employed while 9% were not. The reactions of the graduates to MSSD were largely positive, particularly to the services provided by counselors, advisors, and teachers. Ss indicated the need for developing better study skills and for putting greater emphasis on reading and writing. Ss rated the courses offered by MSSD. (Author)

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A Survey of 1971 - 1977 Graduates of the Model Secondary School for the Deaf

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1979

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Abstract

A survey of all students graduating from the Model Secondary School for the Deaf (MSSD) from 1971 to 1977 was conducted in the spring of 1978. Questionnaires were sent to 139 graduates rather than to the entire target population of 155 since two graduates had died and addresses were unknown for 14 graduates. Data analysis was performed on 105 returned questionnaires representing a return rate of 76%.

Although the majority of the graduates were single (87%), earlier classes tended to have greater numbers of married graduates than the more recent classes of 1976 and 1977. Approximately 70% of the graduates have attended or are now attending post-secondary educational programs, 54% were employed, and 9% were unemployed.

The reactions of the graduates to the MSSD were, on the whole, positive. In particular, services provided by the school counselors, advisors, and teachers were highly rated; the food, dormitory accommodations, and social life at the MSSD were rated as somewhat average. Most of the courses offered by the MSSD received high ratings, in particular, French, driver education, sewing, recordkeeping, and work-study; English and mathematics were rated as slightly above average. In addition, approximately half of the respondents indicated that they wished they had communicated more with their teachers and counselors. The need for developing better study skills and greater emphasis on reading and writing skills during their years at the MSSD was also indicated.

Subsequent surveys will examine, in greater detail, the impact of the MSSD on the post-secondary education and employment activities of the graduates.

A Survey of 1971 - 1977 Graduates of the Model Secondary School for the Deaf

In 1976, a preliminary report on the graduates of the Model Secondary School for the Deaf (MSSD) was prepared by the MSSD Division of Research and Evaluation (Hyatt, 1976). The population of that study was composed of students who graduated in the MSSD's first graduation class, 1971, to the Class of 1975. The present study was an extension of that preliminary study to report on all graduates through 1977. Its purpose was to examine the post-secondary activities of these graduates and to assess their feelings regarding their experience while at the MSSD.

Method

Subjects

The target population for this study was composed of the 155 students awarded diplomas from the MSSD since 1971. Due to the death of two alumni and the lack of addresses for eight alumni, questionnaires were mailed to 145 graduates. Six questionnaires were returned, stamped "Addressee Unknown;" thus a total of 14 graduates never received the survey questionnaire. Of those 139 students who did receive the questionnaire, 105 alumni returned them, comprising a 76% return rate.

The age range of the students at graduation was 15 to 22 years; thus the respondents ranged in age from 16 to 26 years. Table 1 shows the distribution of students in each of the graduating classes and the number and percentage of students in each class who responded to the questionnaire.

Table 1

Distribution of Respondents by Year of Graduation

Year of Graduation	Number of Graduates	Number of Questionnaires Mailed	Number of Respondents	% of Respondents
1971	12	11	4	36
1972	14	12	8	67
1973	19	17	11	65
1974	31	24	17	71
1975	24	23	15	65
1976	20	19	16	84
1977	35	33	30	91
Class Unknown	4	-	4	-
Total	155	139	105	76

Instrument

The 40-item questionnaire was composed of three sections: school, work, and social functioning. The first section consisted of an evaluation of the students' experiences while at the MSSD with personnel, programs, and coursework. It also asked questions concerning the students' aspirations once they had graduated from the MSSD, attendance at post-secondary institutions, and suggestions for improving students' preparation for further schooling.

The second section dealt with questions regarding the MSSD's role in preparing students for work, helping students find jobs, and assisting students obtain vocational rehabilitation services. Of those students

who were working, the survey inquired about the nature of their work, modes of communication on the job, place and length of employment, and salary.

The questions in the social functioning section included the use of hearing aids, amount of reading done, club affiliations, and leisure activities. Demographic information was requested at the conclusion of the questionnaire. A copy of the questionnaire is included at the end of this paper.

Procedure

During the fall of 1977, two preliminary address surveys were mailed -- one to the graduates and one to the parents or guardians of the graduates. Each survey was attached to a cover letter which explained the nature of the forthcoming questionnaire. The survey form to the parents requested their address and phone number, in case there was difficulty in locating a graduate. The graduate's survey form requested address, phone number, and information regarding attendance at school and employment. After receiving this information, an address file was developed.

The Follow-Up Survey of Graduates was mailed in the spring of 1978 to the 139 graduates for whom addresses were confirmed. An identification code was posted on the front of each of the questionnaires instead of a graduate's name. Two additional mailings were made over a period of two months to those graduates who did not respond to the initial questionnaire. Data were, therefore, collected over a period of three months after which additional follow-ups ceased. The results reported in this study were based on information obtained prior to August 1, 1978.

Results and Discussion

Demographic Data

The National Census of the Deaf Population taken in 1974 reported that 60% of the deaf persons between the ages of 16 and 24 years were married, 34% were single, and the remainder were either separated, divorced, or widowed. The graduates of the MSSD vary substantially from the general deaf population; 86% of the graduates were single, and 13% were married. Marital status according to year of graduation and number of children of the MSSD graduates is shown on Table 2. A large majority of the graduates, 86%, had no children; 14% had one or more children.

Table 2

Marital Status and Number of Children of the MSSD Graduates

Year of Graduation	Marital Status				Number of Children			
	Single	Married	Separated	Not Specified	0	1	2+	Not Specified
1971	1	3	-	-	2	2	-	-
1972	4	3	1	-	4	3	1	-
1973	8	3	-	-	10	1	-	-
1974	14	3	-	1	16	2	-	-
1975	13	1	-	-	12	2	-	-
1976	16	-	-	-	14	2	-	-
1977	30	-	-	-	29	1	-	-
Class Unknown	4	-	-	-	3	-	-	1
Total	90	13	1	1	90	13	1	1
Percentage	85.7	12.4	1.0	1.0	85.7	12.4	1.0	1.0

A noticeable trend, as one might expect, was an increase in percentage of MSSD graduates having children as the years since graduation increased. A similar trend for marital status can be observed in which the percentage of married graduates increased with the number of years since graduation from MSSD.

Analysis of the residential status of the graduates revealed that the majority of the graduates reside with their parents or in their own apartments. It is probable that graduates who have indicated that their primary residence was a dormitory also resided with their parents when school was not in session. The relationship between place of residence and year of graduation is shown in Table 3.

Table 3

Residential Status of MSSD Graduates

Year of Graduation	Live with Parent(s)	Live in Own House	Live in Apartment	Live in Dormitory	Other
1971	-	2	2	-	-
1972	3	-	4	-	1
1973	7	1	2	-	1
1974	5	-	6	5	1
1975	6	-	5	3	-
1976	6	-	7	3	-
1977	17	1	5	7	-
Class Unknown	2	-	1	1	-
Total	46	4	32	19	3
Percentage	44	4	31	18	3

Evaluation of the MSSD

The respondents were asked to evaluate the MSSD personnel, programs, services, and instructional courses. These were to be rated on a five-point scale in which a numerical score of 1 represented the negative end of the continuum (e.g., very bad or very unhelpful); a score of 3 indicated an average rating; and a score of 5 represented the most positive evaluation (e.g. very good or very helpful). The purpose of this section was to allow the graduates an opportunity to review the MSSD and to respond freely in their opinions of the institution.

Table 4

Average Ratings of the MSSD Personnel by Year of Graduation

MSSD Personnel	Year of Graduation							Statistics	
	1971	1972	1973	1974	1975	1976	1977	Mean	N
Principal	4.25	3.63	4.00	4.06	3.87	3.75	3.30	3.73	104
Teachers	4.00	3.25	3.64	3.94	4.33	3.94	4.03	3.93	105
Psychologist	3.00	3.33	3.25	2.83	3.27	2.80	3.54	3.25	79
School Counselor	3.00	3.25	3.82	3.63	3.93	4.00	4.00	3.82	105
Social Worker	2.33	3.14	3.78	3.40	3.67	3.71	3.46	3.50	92
Dorm Counselor	2.00	3.50	3.00	3.15	2.67	3.62	3.25	3.29	80
Advisors	3.00	3.00	4.30	3.59	4.33	4.33	3.93	3.96	100
Coordinators	3.00	3.25	3.63	2.85	3.17	3.45	3.36	3.28	81
Audiologists	4.00	4.00	3.86	3.13	3.21	3.38	3.60	3.46	87
Mean	3.18	3.36	3.69	3.40	3.61	3.66	3.61	3.58	

The most helpful members of the MSSD personnel appeared to be the advisors. Unlike the other personnel whose scores ranged from very unhelpful (1 point) to very helpful (5 points), the scores for advisors ranged from not helpful (2 points) to very helpful (5 points). The most frequent score for advisors was five which was also a unique score since the modal score for other personnel was 3 or 4. This result concurs with the preliminary study of 1976. Thus, the most helpful persons were advisors ($\bar{X}$=3.96), teachers ($\bar{X}$=3.93), and school counselors ($\bar{X}$=3.82). Additional MSSD personnel, not included in the survey, such as librarians, media staff members, administrators, and one particular mathematics instructor were rated as very helpful by the graduates. The results of the survey, presented in Table 4, suggest that more favorable perceptions of the MSSD personnel occurred approximately a year before the move to the new facilities and again for the first two years following the move.

Programs and services of the MSSD were rated on a 5-point scale ranging from very bad to very good. The graduation program received the highest ratings ($\bar{X}$=4.30), followed by the teachers' signing ($\bar{X}$=3.97), and the student yearbook ($\bar{X}$=3.80). The lowest rating in the present survey ($\bar{X}$=2.88) and the earlier report was the food served at the MSSD. Table 5 reports the ratings of programs and services at the MSSD by the graduates.

MSSD graduates were then asked to rate the courses in which they had been enrolled. The survey question dealt with how helpful the courses were to the student since graduation. Again, as in the evaluation of MSSD programs and services, the results were reported by year of graduation in order to examine changes or improvements over the years.

Table 5

Average Ratings of the MSSD Programs and Services by Year of Graduation

Programs and Services	Year of Graduation							Statistics	
	1971	1972	1973	1974	1975	1976	1977	Mean	N
Food	4.00	2.50	3.00	2.52	2.60	3.00	3.00	2.89	104
Faculty Signing	3.75	3.75	3.82	4.12	4.00	4.00	4.00	3.97	104
Yearbook	3.00	3.63	4.50	4.41	3.73	3.63	3.47	3.80	103
Graduation Program	3.75	3.88	4.36	4.31	4.53	4.31	4.30	4.30	104
Sports Program	3.25	3.43	3.18	3.31	3.87	3.94	4.07	3.72	103
Rules	3.00	2.63	3.70	2.94	3.14	4.33	3.40	3.29	102
Clubs	3.33	3.43	3.08	3.19	3.21	3.33	3.36	3.28	98
Graduation Requirements	3.25	3.25	3.20	2.65	3.40	3.87	3.90	3.45	102
Dorm Life	4.00	3.50	3.22	3.23	2.55	3.19	3.00	3.07	81
Social Life	3.33	3.29	3.40	4.13	3.50	3.31	3.55	3.00	99
Library	3.67	3.75	3.27	4.00	3.40	3.81	3.63	3.68	104
Mean	3.48	3.37	3.52	3.53	3.45	3.70	3.61	3.45	

As expected, driver education was rated the most helpful course for the students ($\bar{X}$=4.35, mode = 5.0). This was also true in the preliminary study by Hyatt (1976). The second most helpful course was recordkeeping ($\bar{X}$=4.20, mode = 5.0), followed by work-study ($\bar{X}$=4.07, mode = 5.0). Very helpful courses which the graduates added to the survey list included cued speech, photography, computer-assisted instruction (independent study), and library science. A few students reported that the program offered by the English Department had not been helpful, and it received the lowest rating ($\bar{X}$ = 3.05, mode = 3.0). Similar reactions were noted in the Hyatt report.

Table 6

Average Ratings of the MSSD Courses Offered by Year of Graduation

Courses	Year of Graduation							Statistics	
	1971	1972	1973	1974	1975	1976	1977	Mean	N
English	3.25	2.75	3.64	2.76	2.92	2.56	3.37	3.05	103
Mathematics	3.25	3.88	3.27	3.12	3.21	3.75	3.40	3.42	104
Social Studies	3.25	3.00	3.73	3.76	3.57	3.88	3.83	3.71	103
Physical Education	3.00	3.50	4.20	3.53	3.92	3.94	4.07	3.85	101
Science	3.25	4.00	3.82	3.76	3.85	3.50	3.96	3.80	99
Work-Study	-	3.33	3.90	3.92	4.14	3.94	4.44	4.07	87
Cooking	3.00	-	3.50	4.11	3.92	3.77	4.10	3.90	62
Sewing	3.00	4.20	4.17	4.10	4.22	3.50	4.05	3.97	65
Recordkeeping	-	4.67	4.00	4.00	4.08	4.14	4.53	4.21	73
Typing	3.00	4.29	3.67	4.06	3.50	3.36	4.00	3.81	87
Keypunching	3.00	-	3.25	3.33	2.00	4.50	4.11	3.77	26
Art	3.33	3.50	3.10	3.92	3.62	3.57	4.10	3.79	81
Communication	3.00	3.60	3.00	3.64	3.92	3.60	4.00	3.80	79
Spanish	1.50	4.67	3.30	4.00	3.67	3.75	3.67	3.67	36
French	-	-	3.00	4.00	-	5.00	3.75	4.00	12
Drama	3.00	3.75	4.00	4.14	4.00	3.64	3.76	3.86	71
Health	3.00	3.33	3.75	3.73	3.30	3.78	4.06	3.71	61
Driver Education	-	4.50	4.50	4.00	4.14	4.43	4.42	4.35	85
Mean	2.99	3.80	3.66	3.77	3.65	3.81	3.99	3.82	

Additional course ratings are presented in Table 6. The survey asked what the graduates wish they had done while they were still at the MSSD. Students were allowed to choose more than one suggested response. More than any other activity, 77.2% of the graduates responded they would have studied more; 45% stated they wished they had talked more with their teachers; and 42% wished they had talked more with their counselors.

Post-Secondary Schooling

Upon completing the general evaluation of the MSSD, the graduates were asked about their aspirations immediately following graduation. The categories were 1) attend a college or university, 2) attend a vocational or technical school, 3) find employment, 4) had no plans, and 5) other. Post-MSSD aspirations of the graduates are reported in Table 7. This table, however, must be read with caution since some students chose to select two categories, resulting in overlapping tallies. Most graduates aspired to attend college; a smaller number wanted to seek employment or attend a vocational school.

Table 7

Post-graduate Aspirations by Year of Graduation

Year of Graduation	College	Vocational/ Technical	Employment	No Plans	Other
1971	2	-	2	-	-
1972	6	2	2	-	-
1973	3	3	3	2	1
1974	14	1	2	-	-
1975	7	3	4	-	-
1976	10	2	5	-	-
1977	15	7	9	2	1
Total	57	18	27	4	2
Percentage	76	24	36	5.3	2.7

The survey showed 73 (70%) of the respondents were attending or had previously attended post-secondary institutions. Table 8 shows attendance at post-secondary institutions by year of graduation. The institutions attended by the graduates included 4-year liberal arts colleges, vocational and technical schools, junior colleges, and other educational institutions. Table 9 reports the specific institutions attended. Two MSSD graduates had graduated from post-secondary institutions. One received a Bachelor of Arts degree from Gallaudet College, the other an Associate of Arts degree from St. Petersburg Junior College in Florida.

Table 8

Attendance at Post-secondary Institutions by Year of Graduation

Year of Graduation	Gallaudet	NTID*	TVI*	CSUN*	Other	Total	%
1971	1	-	-	-	1	2	2.7
1972	1	-	-	-	6	7	9.6
1973	3	-	1	-	4	8	11.0
1974	6	4	1	1	2	14	19.2
1975	4	2	-	-	3	9	12.3
1976	5	1	1	-	2	9	12.3
1977	11	2	2	-	5	20	27.3
Class Unknown	3	-	-	1	-	4	5.5
Total	34	9	5	2	23	73	
Percentage	46.6	12.3	6.9	2.7	31.5		

*NTID: National Technical Institute for the Deaf
*TVI: Technical Vocational Institute (Minnesota)
*CSUN: California State University at Northridge

Table 9

Post-secondary Institutions Attended by MSSD Graduates

Liberal Arts College or University
Gallaudet College (Washington, D.C.)
California State University at Northridge
University of Maryland, College Park
University of New Mexico
Technical/Vocational School
National Technical Institute for the Deaf (New York)
Technical Vocational Institute (Minnesota)
Utah Technical College
Technical College (New Hampshire)
916 Vocational Technical School (Minnesota)
Junior and Community College
St. Petersburg Junior College (Florida)
Community College of Philadelphia (Pennsylvania)
Delgado Junior College (Louisiana)
Community College of Denver (Colorado)
Prince George's Community College (Maryland)
Anne Arundel Community College (Maryland)
Floyd Junior College (Georgia)
Seattle Community College (Washington)
Catonsville Community College (Maryland)
Other
National Agricultural Library (Washington, D.C.)

The MSSD alumni responded to questions concerning the MSSD's role in their preparation for college and vocational school. Of the respondents, 27 (25.7%) felt the MSSD had not prepared them for school, 50 (47.6%) felt the MSSD helped a little, and 28 (26.7%) felt the MSSD helped very much. The correlation between attendance at a post-secondary institution and MSSD preparation for post-secondary education was negative but significant ($r=-.35$, $p < .001$), implying those students who attended these institutions felt they were unprepared.

In general, the respondents felt improvements should be made in all areas in preparing students for post-secondary schooling. The respondents strongly suggested that better study skills should be stressed at the MSSD to prepare students for college and better training courses and work-study skills should be encouraged in preparation for vocational or technical school admission. Students commented that more emphasis should be placed on reading, creative writing, and writing term papers. Several students felt they had no concept of the kind of studying they would have to do when attending college and were generally unprepared for college-level courses. Table 10 reports the number of responses made by graduates regarding improvements in the preparation for post-secondary education.

Table 10

Number and Percentage of Responses to Methods of Improving Students' Preparation for College

Suggestion for Improvement	Number of "yes" Responses	Percent of "yes" Responses
Better study skills	85	81.0
Special training courses	84	80.0
Better work-study skills	84	80.0
More information about different vocational schools	82	78.1
More information about different colleges	81	77.1
More college prep courses	77	73.3
More books and services	77	73.3
Better counseling	75	71.4
Better teaching methods	72	68.6

Employment

A total of 56 respondents representing 53% of the total sample were employed in some capacity at the time of the survey. Table 11 shows an 8.6% unemployment rate for the MSSD alumni. This figure represents those graduates who were neither working nor attending school. Percentages presented in Table 11 are based on the 105 respondents.

Table 11

Status of Graduate Employment by Year of Graduation

Year of Graduation	Employed Part Time	Employed Full Time	Unemployed
1971	1	1	1
1972	-	5	1
1973	1	7	1
1974	3	6	1
1975	2	7	-
1976	2	6	2
1977	4	9	3
Unknown	1	1	-
Total	14	42	9
Percentage	13.3	40.0	8.6

Place of Employment. The survey showed 45.5% of the employed MSSD graduates were employed by the federal or a state government and 3.6% by a county or city government. Private companies and education institutions employed 36.4% and 14.5% of the respondents respectively.

Table 12

Employment Positions and Aspirations of MSSD Graduates

Position Held	Aspired Position
Engineering Aide	Not Specified
Dental Lab Technician	Optician
Statistical Assistant	Not Specified
Research Assistant	College Professor
Student Assistant	Not Specified
Resource Person	Professional Tutor
Library Aide (2)	Library Assistant
	Librarian
Teacher Aide	Counselor
Recreation Supervisor	Physical Education Teacher
Biology Aide	Photographer
Animal Caretaker	Director, Humane Society
Kennel Director	Manager, Humane Society
Horse Stable Attendant	Not Specified
Data Processor	Clerical Worker
Data Transcriber	Fashion Merchandiser
Sheet Metal Operator	Not Specified
Assembler	Artist
Belt Sorter	Motor Mechanic
File Clerk	Not Specified
Clerk I (2)	Data Processor (2)
Office Clerk	Bookkeeper
Clerk/Typist	Not Specified
Accounting Clerk	Accountant
Packing/Shipping Clerk	Clerical Worker
Mail Clerk (4)	Engineer
	Computer Aide (2)
	Cartographic Technician
Photo Lab Technician	Roofer, Painter
TV Production Student Intern	Press Operator
Lithographer (Printer)	Press Operator
Offset Printer	Press Operator
T-shirt Imprinter	Artist, Recreation Supervisor
Senior Reproduction Technician	Not Specified
Beautician	Beautician
Garage Attendant	Repair Mechanic
Gardener	Welder
Painter	Auto Mechanic

Type of Employment. Table 12 shows the type of jobs held by the respondents since graduation from the MSSD. This table also shows the position which the graduates would like to have in the future. Of the employed respondents, 30% were working in para-professional positions, 25% in some clerical capacity, 20% in technical positions, 14% in consumer service positions, and 11% in other jobs.

Length of Employment. There was a significant negative correlation, as anticipated, between year of graduation with length of current employment ($r=.44$, $p < .001$). However, the correlation between year of graduation and number of jobs held since graduation from the MSSD was not significant ($r=.14$, $p < .08$). These results suggest some degree of job stability, rather than job-hopping, among the employed graduates. Table 13 shows the length of employment by year of graduation.

Table 13

Length of Employment by Year of Graduation

Year of Graduation	Less than 1 year	1 to 2 years	2 or more years
1971	1	-	1
1972	1	-	4
1973	2	1	5
1974	3	1	4
1975	3	2	4
1976	3	2	3
1977	13	-	1
Total	26	6	22

Table 14

Graduates' Sources of Income

Source	Number of Responses	% of Responses
Job	58	55.2
Spouse	6	5.7
Parents	26	24.8
Vocational Rehabilitation	17	16.2
Social Security or SSI	28	26.6

Salary. The graduates were asked to disclose the source from which they received money. Table 14 shows the sources of graduates' income. Each percentage tabulated in Table 14 is based on the total group of respondents since several respondents chose more than one category.

Most of the working respondents, 32.7%, earned $100 to $150 per week; 23% of the respondents earned less than $100 per week; and 25% earned over $200 per week. The remaining 19% earned $150 to $200 per week.

A comparison was made between the income of the national population of deaf persons and the MSSD graduates which showed that the MSSD alumni were earning more than the overall deaf population. Table 15 shows this comparision. Figures in Table 15 are based on 50 working weeks.

Like the relationship between year of graduation and length of employment, a negative correlation was found between year of graduation and salary. This correlation, although not significant, implies that

Table 15

Distribution of Income
(By Percentage)

	Less than $5,000	$5,000 to $10,000	$10,000 or above
Graduates	23.2	51.7	25.1
Deaf population (National Census of 1968)	40.3	45.1	14.7

students who graduated earlier received higher salaries. A significant positive relationship did exist between length of employment and salary ($r=.30$ with $p. < .02$) as would be expected; i.e., the longer one worked the larger the income earned.

Attitude Toward Job. Of those students presently employed, 65% enjoyed their jobs, while 22% rated their jobs as fair, and 15% did not really like their jobs. When asked about their feelings toward their boss, 41% reportedly liked their boss, 25% felt their boss was "all right," and 11% did not care for their boss. Concerning other co-workers, 78% enjoyed their co-workers, 20% felt their co-workers were okay, and 2% did not like their co-workers. Workers who enjoyed their jobs generally enjoyed their boss ($r=.84$, $p < .01$) and co-workers ($r=.85$, $p < .01$). Learning new things seemed to be the aspect of the job which the respondents liked most.

Communication at Work. The respondents were asked which mode or modes of communication they and their co-workers used. More than one mode of communication was noted by many of the respondents for

Table 16

Graduates' and Their Co-workers' Modes of Communication

Modes of Communication	Number of Graduates	Number of Co-Workers
Note Writing	33	30
Voice	32	35
Sign Language	24	23
Mime	6	4
Fingerspelling	1	1

themselves and their co-workers. These are shown in Table 16. Attitude toward job correlated significantly with all modes of communication except when co-workers used mime. No relationship existed between these co-workers and graduates' attitude toward their job.

Use of Hearing Aid. Of the 105 respondents, 41.9% used hearing aids all the time, 22.9% used them sometimes, and 35.2% never used hearing aids. There were no significant correlations between the respondents' attitude toward their jobs and modes of communication used by themselves or their co-workers. There were, however, significant correlations between the respondents' use of hearing aids and the use of sign language ($r=.22$, $p<.02$), voice ($r=.19$, $p<.03$), and writing notes ($r=.17$, $p<.05$) as modes of communication. These relationships imply that graduates who used sign language and note taking as modes of communication did not use hearing aids while graduates who used voice also used hearing aids.

There were also significant negative correlations between the

graduates' use of hearing aids and their co-workers' use of sign language ($r = .28$, $p < .01$) and note writing ($r = .17$, $p < .05$). The relationships indicated that graduates generally did not use hearing aids if co-workers communicated by means of sign language or note taking.

Changing Jobs. The graduates were asked to respond to a question concerning a chance to do something different. Only 26.4% of the respondents stated they would stay at their present job. Although most of the respondents seemed to have a positive attitude toward their jobs, 43.4% said they would change jobs if given the opportunity. A few students stated they would go to college or vocational school (8.6% and 5.7% respectively).

MSSD Preparation. Regarding student preparation for employment, 32% felt the MSSD had given little preparation; and 37% felt MSSD had given much preparation in helping them to start employment. The MSSD did help 22 (21%) of the respondents find jobs. The survey also inquired about students seeking help through Vocational Rehabilitation Services (VRS). Of the respondents, 19% never visited VRS, 22% visited once, 38% visited two to four times, and 21% visited VRS five or more times. VRS was able to find jobs for 21 (20%) of the alumni.

Table 17 reports the percentage of graduates' responses to suggestions for the MSSD in helping students prepare for employment. More than 70% of the alumni felt improvements were needed. However, only 49% felt improving speech courses was necessary. As was identified by the graduates' suggestions for preparation for college, the need for more reading and writing courses was also emphasized by the working respondents.

Table 17

Suggestions for the MSSD in Preparing Students for Employment

Courses and Programs to be Improved or Expanded	N	Percentage
Writing courses	86	81.9
Reading courses	85	81.0
Work-study program	82	78.1
Counseling program	76	72.4
Vocational courses	75	71.4
Interaction with deaf professionals	74	70.5
Speech courses	51	48.6

Social Activities

This section dealt with various aspects of the graduates' activities and lifestyle outside of school and employment. Special programs for the deaf were used by 40% of the respondents, and 54% of the graduates were members of at least one club or organization (9.5% were members of four or more clubs). Over 75% of the respondents had received a driver's license; 62% of them received their licenses before leaving MSSD.

Table 18 presents a summary of the various leisure activities of the respondents by year of graduation. Although the item asked what activity they did most often, several graduates responded to more than one activity. Most of the respondents spent their free time reading (96% of the graduates read the newspaper at least once a week, and 50% read the newspaper every day). The "Other" category included socializing (10), homework (6), raising a family (2), volunteer work (2), and other kinds of activites.

Table 18

Number of Responses of Kinds of Leisure Activities by Year of Graduation

Leisure Activity	Year of Graduation							
	1971	1972	1973	1974	1975	1976	1977	Total
Read	4	6	3	11	7	5	13	54
Watch TV	2	3	3	5	7	7	8	35
Play Sports	1	2	4	3	5	8	7	30
Hobbies	3	4	4	9	6	9	11	46
Others	2	2	6	9	5	4	15	43

Conclusion

The response rate of 76% in the present study is a noticeable improvement over the 46% reported in the 1976 study. All graduating classes, with the exception of the 1971 class, exhibited a response rate of 65% or greater. The increasing response rate by year of graduation suggests that the interest and willingness of MSSD graduates tend to decrease as they become further removed from their alma mater. This tendency is certainly not unusual; return rates on questionnaires usually are better for individuals with more recent ties or connections with their institutional affiliation. If MSSD is to continue a graduate follow-up program, efforts must be made to maintain the relatively high return rates of 1976 and 1977 graduates and increase the response rates from the 1971-1975 graduates.

Interpretations of the present results must be made with the realization that the MSSD is a relatively unique secondary educational program for hearing impaired students. One of the major purposes for its creation by an act of Congress was to provide an exemplary secondary school program that will stimulate the development of comparably excellent programs throughout the nation.

One major effect of the congressional mandate has been the composition of the MSSD personnel and services offered to their students. The MSSD is staffed by a teaching faculty and supportive personnel (Division of Education) as well as nonteaching professionals involved in instructional media and materials development (Division of Curriculum Development/Media) and research and evaluation (Division of Research and Evaluation). The net effect of the interdivisional collaboration among

the teaching and nonteaching faculty is the development and evaluation of innovative instructional materials and programs for hearing impaired secondary education students. Subsequent implementation of both materials and programs at the MSSD have exposed the students to the most recent educational developments for hearing impaired students. A second effect of the congressional mandate is the establishment of the MSSD on the Gallaudet College campus. The students at the MSSD are continually reminded of the availability and merits of attending vocational or academic programs following their graduation. The subtle influences of Gallaudet College and the National Technical Institute for the Deaf certainly cannot be ignored. The relatively high percentage of graduates who are or have attended post-secondary educational or training programs may be due partly to the geographical location of the MSSD and to the preparation provided by the MSSD. The 70% rate of attendance does not, however, provide us with information on their drop-out rate or reasons why students transfer from one institution to another. This type of information, in addition to information on the graduates' reasons for selecting a particular post-secondary program, their specific area of career training, and whether or not they have completed their programs, will be included in the next graduate follow-up survey.

Another area which needs additional clarification is the relationship between employment and post-secondary education. Approximately 9% of the graduates were unemployed at the time of the survey. The remainder were noted to be either employed (approximately 53%) and/or enrolled in post-secondary educational programs (approximately 70%). The data do not, however, reflect what percentage of the graduates were employed and attending school at the same time. In all probability, the majority of the students were either going to school

or working at a job. Additional items in the next survey of MSSD graduates will address the questions of whether or not the graduates are working at jobs related to their education or training areas, the perceptions of their employers' attitude toward a deaf or hearing impaired employee, and a more detailed analysis of the graduates' income.

Reactions of the graduates to the MSSD must be viewed with the knowledge that the educational programming and support services available to the students are changing continuously to accommodate the changing composition and number of the student population. These and other features of the MSSD must be included in subsequent surveys of MSSD graduates.

Reference

Hyatt, M. L. Report on a preliminary follow-up study of the Model Secondary School for the Deaf graduates. Unpublished manuscript, Gallaudet College (Model Secondary School for the Deaf), 1976.

APPENDIX

Model Secondary School for the Deaf

Gallaudet College

Kendall Green • Washington, D.C. 20002

May 5, 1978

FOLLOW-UP SURVEY OF GRADUATES

Dear Graduate:

We sent you a letter in December 1977, telling you about the MSSD Graduate Survey. This survey is important. It tells us what you are doing now. It tells us how you felt about the MSSD. The survey will help the MSSD. It will help us do a better job.

It is important that you answer all questions. Return the survey to us before ***May 25, 1978***. All of your answers will be kept secret. You do not have to put your name on the survey. The number in the upper right corner tells us who answered the survey questions. That number will be kept secret.

Please answer the questions now. Do it before you forget. You can get a copy of our final report.

Thank you for helping the MSSD. We hope you are happy. Please try to visit the MSSD soon.

Sincerely,

Tad Uno

Tad Uno, Ph.D.
Coordinator for Research

Cheryl B. Petty

Cheryl B. Petty
Research Assistant

Enclosure

INSTRUCTIONS: Check the box with the right answer.

I. SCHOOL

1. Remember when you were at MSSD. How helpful were these people? (Please check ☑ only one box in each row.)

	Very Helpful	Helpful	O.K.	Not Helpful	Very Unhelpful
Principal	☐	☐	☐	☐	☐
Nurse	☐	☐	☐	☐	☐
Teachers	☐	☐	☐	☐	☐
Psychologist	☐	☐	☐	☐	☐
School Counselor	☐	☐	☐	☐	☐
Social Worker	☐	☐	☐	☐	☐
Dorm Counselor	☐	☐	☐	☐	☐
Advisor	☐	☐	☐	☐	☐
Coordinator	☐	☐	☐	☐	☐
Audiologist	☐	☐	☐	☐	☐
Other (who?)_____	☐	☐	☐	☐	☐

2. Remember when you were at MSSD. How good or bad were these things? (Please check ☑ only one box in each row.)

	Very Good	Good	O.K.	Bad	Very Bad
Food	☐	☐	☐	☐	☐
Teacher's signing	☐	☐	☐	☐	☐
Yearbook	☐	☐	☐	☐	☐
Graduation program	☐	☐	☐	☐	☐
Sports program	☐	☐	☐	☐	☐
Rules	☐	☐	☐	☐	☐
Clubs	☐	☐	☐	☐	☐
Graduation requirements	☐	☐	☐	☐	☐
Dorm life	☐	☐	☐	☐	☐
Social life	☐	☐	☐	☐	☐
Library	☐	☐	☐	☐	☐
Other (what?)_____	☐	☐	☐	☐	☐

3. Remember when you were at MSSD. If you took these courses at MSSD, how helpful are they now? (Please check ☑ only one box in each row.)

	Very Helpful	Helpful	O.K.	Not Helpful	Very Unhelpful	Never Had This Course
English	☐	☐	☐	☐	☐	☐
Mathematics	☐	☐	☐	☐	☐	☐
Social Studies	☐	☐	☐	☐	☐	☐
Physical Education	☐	☐	☐	☐	☐	☐
Science	☐	☐	☐	☐	☐	☐
Work/Study Program	☐	☐	☐	☐	☐	☐
Cooking	☐	☐	☐	☐	☐	☐
Sewing	☐	☐	☐	☐	☐	☐
Recordkeeping	☐	☐	☐	☐	☐	☐
Typing	☐	☐	☐	☐	☐	☐
Keypunching	☐	☐	☐	☐	☐	☐
Art	☐	☐	☐	☐	☐	☐
Communication	☐	☐	☐	☐	☐	☐
Spanish	☐	☐	☐	☐	☐	☐
French	☐	☐	☐	☐	☐	☐
Drama	☐	☐	☐	☐	☐	☐
Health	☐	☐	☐	☐	☐	☐
Driver's Education	☐	☐	☐	☐	☐	☐
Other (what?) _____	☐	☐	☐	☐	☐	☐

4. What did you want to do when you left MSSD?

- ☐ Go to college or university
- ☐ Go to a vocational or technical school
- ☐ Find a job
- ☐ Had no plans
- ☐ Other (what?) _____

5. Did you go to school or college after you left MSSD?

- ☐ No
- ☐ Yes. I went to
  - ☐ Gallaudet College
  - ☐ NTID
  - ☐ St. Paul VTI
  - ☐ California State University at Northridge
  - ☐ Other (what?) _____

6. Did MSSD help you prepare for college or vocational school?

- ☐ Yes, very much
- ☐ Yes, a little
- ☐ No

7. How can MSSD do a better job of helping students get ready for college?

A. Give more college preparation courses	☐ Yes	☐ No
B. Give more information about different colleges	☐ Yes	☐ No
C. Teach better study skills	☐ Yes	☐ No
D. Have better counseling	☐ Yes	☐ No
E. Have more books and services	☐ Yes	☐ No
F. Use better teaching methods	☐ Yes	☐ No
G. Other (how?) _____		

8. How can MSSD help students get ready for vocational school?

A. Give special training courses	☐ Yes	☐ No
B. Give more information about different vocational schools	☐ Yes	☐ No
C. Teach better work-study skills	☐ Yes	☐ No
D. Have better counseling	☐ Yes	☐ No
E. Other (how?) _____		

II. WORK

9. How many jobs have you had after leaving MSSD?
- ☐ 0
- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4 or more

10. Did MSSD help you get ready to start working?
- ☐ Very much
- ☐ A little
- ☐ Not at all

11. Did MSSD help you find a job after you left MSSD?
- ☐ Yes
- ☐ No

12. How many times did you go to Vocational Rehabilitation Services?
- ☐ More than 5 times
- ☐ 2-4 times
- ☐ 1 time
- ☐ Never

13. Did Vocational Rehabilitation Services help you get a job?
- ☐ Yes
- ☐ No

14. How can MSSD help students get ready to start working?

A. Give better speech courses	☐ Yes	☐ No
B. Give more reading courses	☐ Yes	☐ No
C. Give more writing courses	☐ Yes	☐ No
D. Give more vocational courses	☐ Yes	☐ No
E. Have deaf professionals to talk to students	☐ Yes	☐ No
F. Have more work-study programs	☐ Yes	☐ No
G. Give more counseling	☐ Yes	☐ No

15. **Are you working now?**

- ☐ Yes, full-time
- ☐ Yes, part-time
- ☐ Yes, now and then
- ☐ No, still looking
- ☐ No, not ready

16. If you are ***not*** working now, go to page 6, **SOCIAL ACTIVITIES.**

What ***kind*** of work do you do now?

_____
(Give job title)

17. **Where are you working now?**

- ☐ Federal or state government
- ☐ County or city government
- ☐ School, college, or university
- ☐ Private company
- ☐ Other _____
(where?)

18. How long have you been working there?

- ☐ 1-6 months
- ☐ 6 months-1 year
- ☐ 1-2 years
- ☐ 2-4 years
- ☐ 4 or more years

19. How much money do you make a week?

- ☐ 0-$50
- ☐ $50-$100
- ☐ $100-$150
- ☐ $150-$200
- ☐ $200 or more

20. Do you like your job?

- ☐ Very much
- ☐ Most of the time
- ☐ It's all right
- ☐ Not really
- ☐ No

21. Do you like your boss?

- ☐ Very much
- ☐ Most of the time
- ☐ He/she is all right
- ☐ Not really
- ☐ No

22. Do you like the people who work with you?

- ☐ Very much
- ☐ Most of the time
- ☐ They are all right
- ☐ Not really
- ☐ No

23. What do you like the most about your job?

- ☐ The money I earn
- ☐ Talking to people
- ☐ My duties at work
- ☐ Learning new things
- ☐ Other _____ (what?)

24. How do you communicate with people at work?

- ☐ Sign
- ☐ Write notes
- ☐ Voice
- ☐ Mime
- ☐ Other _____ (what?)

25. How do people communicate with you at work?

- ☐ Sign
- ☐ Write notes
- ☐ Voice
- ☐ Mime
- ☐ Other _____ (how?)

26. If you had a chance to do something different, what would you do?

- ☐ Stay at this job
- ☐ Change my job
- ☐ Go to vocational school
- ☐ Go to college
- ☐ Other _____ (what?)

27. What kind of job would you like to have? _____ (Give job title)

III. SOCIAL ACTIVITIES

28. Have you used special programs for the deaf in your area?

- ☐ Yes
- ☐ No

29. What do you do **most** in your free time?

- ☐ Read
- ☐ Watch TV
- ☐ Play sports
- ☐ Hobbies
- ☐ Sew
- ☐ Other _____ (what?)

30. How many days each week do you read the newspaper?

- ☐ Never read the newspaper
- ☐ 1-2 days
- ☐ 3-4 days
- ☐ 5-6 days
- ☐ Everyday

31. How many clubs or organizations have you joined?

- ☐ 0
- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4 or more

32. When did you get a driver's license?

- ☐ Before leaving MSSD
- ☐ After leaving MSSD
- ☐ Do not have a driver's license

33. Do you use a hearing aid ?

- ☐ Always
- ☐ Sometimes
- ☐ Never

34. Where do you get most of your money?

- ☐ My job
- ☐ My husband or wife
- ☐ My parents or relatives
- ☐ Vocational Rehabilitation
- ☐ Social Security
- ☐ Other _____ (where?)

35. How much did you learn about family and marriage at MSSD?

- ☐ Enough
- ☐ Not enough

36. Should MSSD have a course in sex education?

- ☐ Yes
- ☐ No

37. Check ☑ *all* the things you wish you had done at MSSD.

- ☐ Studied more
- ☐ Played sports more
- ☐ Talked to my teachers more
- ☐ Talked to my counselor more
- ☐ Other _____ (what?)

IV. PERSONAL DATA

38. What is your marital status?

- ☐ Single
- ☐ Married
- ☐ Separated
- ☐ Divorced
- ☐ Widowed

39. How many children do you have?

- ☐ 0
- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4 or more

40. Where do you live?

- ☐ In my parent's/guardian's home
- ☐ In my own house
- ☐ In an apartment
- ☐ In a dormitory or rooming house
- ☐ Other _____ (where?)

Did anyone help you answer these questions?

- ☐ Yes
- ☐ No

Do you want a copy of the final report of this study?

- ☐ Yes
- ☐ No

THANK YOU FOR TAKING TIME TO ANSWER ALL THE QUESTIONS.

Please return the survey to us as soon as you are finished.